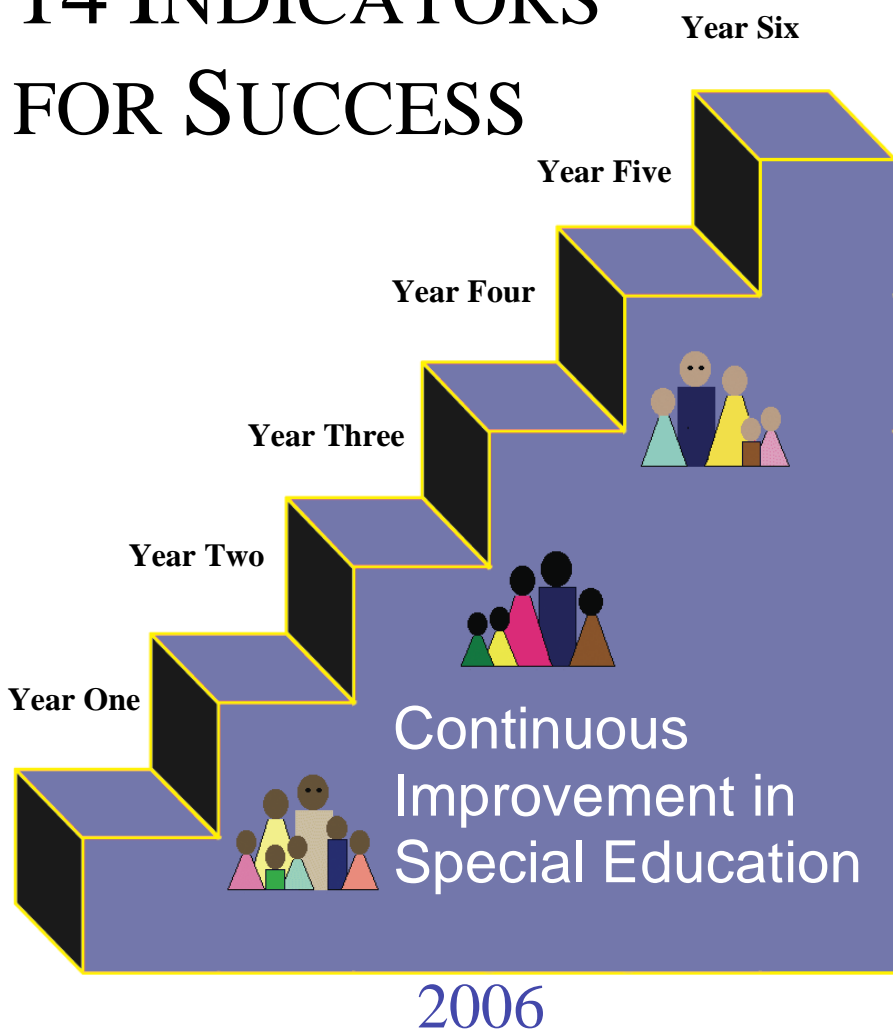


Parent Involvement in the State Performance Plan (SPP)

Part C

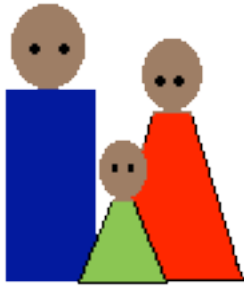
Birth–2 years old

14 INDICATORS FOR SUCCESS



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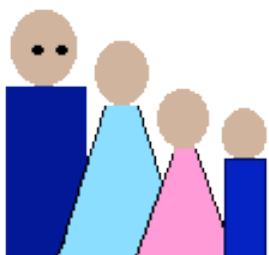
Parent Involvement in the State Performance Plan (SPP) —Part C Birth–2 years old

The Individuals with Disabilities Education Act (IDEA 2004) is the latest revision to federal special education law. There were several exciting new additions to the law that should enhance meaningful parent involvement in your child's special education program. The purpose for this brochure is to provide parents and service providers general information about the State Performance Plan (SPP) and possible parent involvement strategies in the SPP.

There is an important new requirement for the State Education Agency called the State Performance Plan. Each Lead Agency in charge of Part C services was required to develop and submit a SPP by December 2005. The SPP provides a strategic framework for the Agency to improve certain areas of special education should improve services to infants and toddlers with disabilities.

The SPP is made up of 14 performance indicators or areas that the State needs to collect data to determine their level of performance, set targets for improvement, and develop improvement strategies to improve State performance for infants

and toddlers with disabilities. Data is collected from early childhood programs, and each year, the State Lead Agency program submits an Annual Performance Report (APR) that reports progress to the U.S. Department of Education on the 14 indicators. Think of the SPP as the State's IFSP and the APR as the annual review of the SPP. The SPP is a six-year IFSP for the State that improves accountability in early childhood special education and improves outcomes for infants and toddlers with disabilities. The U.S. Department of Education requests States to get broad public input on the development and implementation of the SPP. It is critical to have the parent's perspective and experiences reflected in the SPP. What follows is a listing of each indicator and possible parent involvement in the SPP process.



14 Early Childhood Performance Indicators

Indicator 1 — Infants and toddlers with IFSPs receive the early intervention services on their IFSPs in a timely manner.

Indicator 2 — Infants and toddlers with IFSPs primarily receive early intervention services in the home or programs for typically developing children.

Indicator 3 — Infants and toddlers with IFSPs demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs.

Indicator 4 — Families participating in Part C report that early intervention services have helped the family know their rights, effectively communicate their children's needs, and help their children develop and learn.

Indicator 5 — Percent of infants and toddlers birth to 1 with IFSPs compared to other States with similar eligibility definitions and national data

Indicator 6 — Percent of infants and toddlers birth to 3 with IFSPs compared to other States with similar eligibility definitions and national data

Indicator 7 — Assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline for eligible infants and toddlers.

Indicator 8 — Children exiting Part C received timely transition planning to support the child’s transition to preschool and other appropriate community services by their third birthday.

Indicator 9 — General supervision systems (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

Indicator 10 — Signed written complaints with reports issued were resolved within the 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

Indicator 11 — Fully adjudicated due process hearing requests were fully adjudicated within the applicable timeline.

Indicator 12 — Hearing requests that went to resolution sessions were resolved through resolution session settlement agreements.

Indicator 13 — Mediations held resulted in mediation agreements.

Indicator 14 — State reported data are timely and accurate.



Possible Parent Involvement Strategies in the SPP

- ◆ Complete and send in the parent survey that addresses Indicator 4 on parent involvement.
- ◆ Ask your child's program about their efforts around the SPP indicators.
- ◆ Serve on local program State-level committees or task forces that are addressing certain indicators.
- ◆ Provide public comment at the local or State interagency coordinating council meetings.
- ◆ Involve the Parent Training Information Center (PTI) on relevant improvement strategies.
- ◆ Visit the State lead agency website to see how the State is doing on relevant indicators.
- ◆ Become actively involved in your child's special education program.
- ◆ Encourage and support your child's performance—one child can make a difference.

- ◆ Try to resolve any differences with the school through methods like mediation and resolution sessions.
- ◆ Work as a partner with your early childhood program.

For more information on the State Performance Plan and how you can become involved, contact your local program or the following:

State Lead Agency

Parent Training Information Center
